To be in the class, you must be present in the first class and arrive prepared

REQUIRED COURSE MATERIAL

- Please buy Duarte – HBR Guide to Persuasive Presentations (an electronic version is available)
- Required readings will be provided via Canvas
- Students must have a smart phone that is capable of taking video
- Note that slides will be uploaded to Canvas after class

REQUIRED PREREQUISITES AND CONNECTION TO THE CORE

Students must have completed the Leadership Development core class. The class is best suited to students taking leadership roles during the MBA experience (club officer, cluster officer, peer advisor, etcetera).

COURSE DESCRIPTION

Leadership roles involve a wide range of communication challenges—sharing your vision in a way that sticks, mentoring a colleague through a challenge, rallying demoralized employees, working the room at an industry event, handling tough questions from the media, running meetings in ways that elicit candid conversation and learning.

While all of us at CBS are strong communicators, few of us are adept at all of these different kinds of communication. The goal of this class is to broaden your repertoire, to make you versatile.

The world is full of communication experts: salespersons, actors, screenwriters, political speechwriters, coaches, networkers, public relations experts, diplomats and so forth. When we watch an expert in action, it is tempting to attribute their performance to a mystical gift that the rest of us lack. Yet success in any of these fields owes more to method than magic. What looks to us like spontaneous eloquence typically results from applying frameworks and focused practice.

This class pulls from different kinds of communication expertise: from consulting, politics, sales, acting and more. Likewise we expect students to bring distinctive expertise and contribute to the collective learning experience.
COURSE OBJECTIVES

We aim to develop two kinds of knowledge: conceptual understanding and procedural skill. Each session will convey frameworks for particular kinds of communication and active exercises for practicing them. We rely on simulations and personalized feedback (from peers and through video) to hone behavioral skills. Note that the order of these topics may change.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Each week, you are expected to do the <strong>required readings</strong> and submit a <strong>100 word written synthesis of one of the readings</strong> – also be prepared to give a verbal synthesis for the class.</td>
</tr>
</tbody>
</table>
| #1 on November 1 | Storytelling & Synthesis: Making a point memorable | • **Assignment 1 (Storytelling):** Think of at least 3 stories for your Story-bank (document in Canvas) and develop one that you want to tell a small group of students in session 1. Fill out the storytelling document and submit before class starts. You will present this story in front of a larger group in a later session.  
• 100 word synthesis of a reading submitted to Canvas  
• Pre-class survey |
| #2 on November 15 | Public Speaking: Effective non-verbal communication to move a crowd | • 100 word synthesis of a reading submitted to Canvas  
• 5-10 insights from your group work (group submission)  
• Selected students give 2 minute presentation |
| #3 on November 22 | When Things Go Wrong: Recovering from a stumble | • **Assignment 2 (50/50 Presentation):** Come to class prepared to share a 2 minute story with half of the class and receive feedback (can be same or different story from week 1)  
• Post-class survey  
• Selected students give 2 minute presentation |
| #4 on November 30 | Managing & Influencing: Chats that change people | • 100 word synthesis of a reading submitted in Canvas  
• Selected students give 2 minute presentation |
| #5 on December 6 | Building Relationships: Defining your brand and expanding your network  
Other communication Channels: Effective written communication (focus on email and powerpoint) | • **Assignment 3 TBC**  
• 100 word synthesis of a reading submitted in Canvas  
• Selected students give 2 minute presentation |
| #6 on December 13 | Putting it all Together: Enabling sustainable change | • **Assignment 4 (50/50 Presentation):** Come to class prepared to give a 2 min professional presentation with slides to half the class and receive feedback.  
• Selected students give 2 minute presentation |
| Final Project December 18 | Final Project (See file in Canvas for full details) | • Includes presentation, action plan, and self-assessment. See file in Canvas and below for more details. |
GRADING

Participation (40%): Your participation grade will be based on:

- **Attendance:** To be in the class, you must be present in the first class and arrive prepared. It will not be possible to add the course if you do not participate in the first session. Given that the exercises are central to the learning, missing any of the subsequent sessions without an excuse will lower your grade.
- **Preparation:** There are a number of required and supplemental readings in Canvas. You should read all required and at least one supplemental reading before each session, submit a 100 word written synthesis and be prepared to talk about that reading in class. NOTE: There may be some videos, audio or readings that the whole class will be required to prepare. These will be made clear in class and in Canvas.
- **Participation:** We expect you to contribute to the learning of your classmates, both through class discussion and feedback during the breakout sessions. Expect cold calling. Good participation is defined as:
  - On time and present in each class
  - Actively participate in class discussions, pulling insights from readings
  - When guests are in the room, be respectful and prepared with thoughtful questions
  - Device usage (phones, laptops) will take away from your participation grade.

Assignments (60%): There will be 4 major assignments (described below) and a final project. In addition there will be mini-surveys and students will be expected to practice learnings from class in real life.

- **Assignment 1 (Storytelling):** Develop a story that you want to tell a small group of students in session 1. You will present this story in front of a larger group in a later session.
- **Assignment 2 (50/50):** Come to class prepared to share a 2 minute story with half of the class and receive feedback (can be same or different story from week 1).
- **Assignment 3 TBC**
- **Assignment 4 (50/50):** Come to class prepared to give a 2 min presentation (including slides) to half the class and receive feedback.
- **Additional 2 minute presentation:** Besides the 50/50 presentations, all students will at one point present for 2 minutes to the whole class and get feedback.
- **Final project**
  - Presentation: Every student is expected to give one presentation outside of class. This can be in another class, for a club, or outside of CBS. You are expected to have one student (from any TLV section) attend that presentation, record it, and provide written feedback
  - Action plan: Written plan of how you will apply the learnings from class to your everyday communication
  - Self-Assessment of how you have applied the learnings in class to your everyday communication

INSTRUCTOR BIO

Dr. Rachel McDonald is a social psychologist with expertise in social influence and attitude and behavior change, focusing on environmental issues such as climate change. Before joining the faculty at CBS, Rachel was an Assistant Professor of Social Psychology at The University of Kansas. Prior to completing her graduate studies, Rachel worked in sea turtle research and conservation in Australia and Costa Rica, and managed a range of intervention programs for a mental health charity in London. Rachel received her Bachelor of Psychological Science and her Ph.D. in Social Psychology from the University of Queensland in Brisbane, Australia.